DOCUMENT RESUME

ED 085 655 CS 000 843

TITLE	A Title I ESEA Case Study: The Pyramids Reading Program, Minneapolis, Minnesota.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	DHEW-Pub-OE-72-139
PUB DATE	72
NOTE	71p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-1028, $0.65)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Disadvantaged Youth; Program Budgeting; Program Costs; *Program Descriptions; *Program Development; Reading; Reading Achievement; Reading Improvement; Reading Instruction; Reading Materials; *Reading Programs; Remedial Reading; *Teacher Education
IDENTIFIERS	Elementary Secondary Education Act Title I; *Pyramids Reading Program

ABSTRACT

This pamphlet describes the Pyramids Reading Program, which is part of a larger program in Minneapolis called Instruction in Basic Skills for Educationally Deprived Children. The reading program is funded under Title I of the Elementary and Secondary Education Act. The contents include: "General Information," which describes identification data, the school district, and the overall reading program; "Planning the Program," which looks at determining pupil needs and selecting pupil participants, specific objectives, involving parents and community, and identifying and using resources; "Managing the Program," which discusses staff selection, preparation and selection of facilities, and curriculum development; "Implementing the Program," which discusses staff training, instruction presentation, functions of the instructional materials center, involvement of parents and community members, and disseminating information; "Budget," which outlines the budgets for inservice components, instructional materials center, the Combine project, and the reading program in the intermediate grades; and "Evaluation," which includes evaluation reports for the teacher training course, the teacher-aide training course, the instructional materials center, and classroom instruction. (WR)

A CASE STUDY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to:
CS 005
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ED 085655

The Pyramids Reading Program Minneapolis, Minnesota

CS 000 343

FILMED FROM BEST AVAILABLE COPY

DISCRIMINATION PROHIBITED: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national orgin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, title I of the Elementary and Secondary Education Act of 1965, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

ED 085655

DHEW Publication No. (OE) 72-139

A Title I ESEA Case Study:
The Pyramids Reading Program
Minneapolis, Minnesota

1972
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, Secretary

Office of Education
S. P. Marland, Jr., Commissioner

Superintendent of Documents Catalog No. HE 5.237: 37097
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1972

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 65 cents

Stock Number 1780-1028

PREFACE

Title I of the Elementary and Secondary Education Act provides funds to more than three-fourths of the Nation's school districts to improve opportunities for educationally deprived children in low-income areas.

But what constitutes a good title I project? What are the common denominators of success?

To answer these questions, the Division of Compensatory Education, which administers title I in the U.S. Office of Education, has examined a number of successful projects. As might be expected, different assets were found in different projects; each project represented a local school district's response to local problems. Nonetheless, many elements of such projects can be used as examples for other school districts implementing similar programs.

Each case study included in this series can, either as a whole or in part, be replicated. The reports concentrate on educational services and administrative design but also include illustrations of good practices in providing supportive services and involving parents and other community members.

In brief, the case studies in this series describe what is being done in specific locales and where and in what ways the title I mission is being accomplished.

CONTENTS

	Page
Preface	iii
General Information	1
Identification Data	1
Description of School District	1
Capsule Description of the Program	2
Planning the Program	4
Determining Pupil Needs and Selecting Pupil Participants	4
Involving Parents and Community	6
Establishing Specific Objectives	6
Identifying and Using Resources	10
Managing the Program	11
Selecting Staff	11
Selecting and Preparing Facilities	12
Developing Curriculum	12
Implementing the Program	17
Training the Staff	17
Conducting Instruction	19
Functions of the Instructional Materials Center	20
Involving Parents and Community Members	22
Disseminating Information	22
Budget	25
Instructional and Inservice Components	25
Instructional Materials Center	26
Combine Project	27
Pyramids Reading Program in Intermediate Grades	28
Evaluation	29
Teacher Training Course	29
Teacher-Aide Training Course	29
Instructional Materials Center	29
Classroom Instruction	31
Appendix A - Outline of Reading Course for North and South-Central Pyramids Primary Teachers	37

CONTENTS—Continued

	Page
Appendix B - Course Outline for Teaching Basic Reading Skills for Educationally Disadvantaged Pupils, Grades 4-5-6	39
Appendix C - Outline of Teacher-Aide Training Course	41
Appendix D - Instructional Materials Center Catalog: 1971	42
Appendix E - The Pyramids Vocabulary Test: Teacher Directions and the Test	59

GENERAL INFORMATION

Identification Data

- State and district - Minneapolis, Minn.
- Type of program - Reading
- Grade levels - K-3d, with a few in grades 4-9
- Number of schools served - 31
- Cost per pupil - $63
- Year program began - 1968

Description of School District

Minneapolis is a city of 434,400 people located on the Mississippi River in the southeastern part of Minnesota. With its somewhat smaller twin city, St. Paul, it is the center of a seven-county metropolitan area of over 1,874,000 people, the largest population center between Chicago and the Pacific Coast.

The city, with its surrounding area, has long been noted for the high quality of its labor force. Usually, the unemployment rate in Minneapolis is lower than in other major cities, possibly because of the variety and density of industry in the city as well as the high-level capability of its work force. The unemployment rate in May 1971 was 4.7 percent, compared with a national rate of 6.2 percent. Minneapolis is the economic center of a prosperous region, rich in such natural resources as forests, minerals, water power, and productive agricultural land.

Reflecting the city's position as a major wholesale-retail center and a center for banking, finance, and insurance, three out of 10 Minneapolis residents work in clerical and sales occupations. Almost as many (27 percent) are employed as craftsmen, foremen, and operatives, and one of every five members of the work force is a professional, technician, manager, or official. Fewer than one in five (17 percent) workers are employed in laboring and service occupations.

Minneapolis is not a crowded city. While increasing industrial development has occupied more and more land, population has declined steadily from a peak of 522,000 in 1950. The city limits have not been changed since 1927. Most homes are sturdy, single-family dwellings built to withstand severe winters. Row homes are practically nonexistent, even in low-income areas. In 1960, 53 percent of the housing in Minneapolis was owner occupied.

Few nonwhite citizens live in Minneapolis, although their numbers appear to be increasing. In 1960, only 3 percent of the population was nonwhite. The 1970 census indicated that the nonwhite population had more than doubled. About 70 percent of the nonwhites are black Americans, with most of the remainder being Indian American, typically Chippewa or Sioux. Only a very small number of residents of Spanish-speaking or Oriental origin live in the city. In general, the nonwhite families are larger than the white families. In 1970, nonwhite residents made up 6.4 percent of the city's population but accounted for 15 percent of the children in the Minneapolis elementary schools. Nine of every 10 blacks in Minnesota live in one-tenth of the city's area.

Nearly 79,000 children go to school in Minneapolis. Some 64,000 attend one of the city's 99 public schools; 14,500 attend parochial or private schools.

The Minneapolis Public Schools, under Superintendent John B. Davis, Jr., consist of 69 elementary schools, 5 junior high schools, 9 high schools, 2 junior-senior high schools, and 5 special schools. The school system employs more than 3,700 certified personnel.

Control of the public school system ultimately rests with the seven-member school board. These nonsalaried officials are elected by popular vote for staggered 6-year terms. The superintendent serves as the board's executive officer and professional adviser and is selected by the board.

One of the superintendent's goals has been to achieve greater communication among the system's schools through decentralization. Consequently, two "pyramids" or groups of geographically related schools have been built. First to be formed, in 1967, was the North Pyramid, consisting of North High School and the elementary and junior high schools which feed into it. In a similar manner, the South-Central Pyramid was formed in 1969 around South and Central High Schools. There is a director for each pyramid, as well as advisory groups of principals, teachers, and parents. The goals of the pyramid structure are to effect greater communication among schools and between schools and the community, to develop collaborative and cooperative programs, and to share particular facilities and competencies of teachers.

Capsule Description of the Program

The Pyramids Reading Program is part of a larger program in Minneapolis called "Instruction in Basic Skills for Educationally Deprived Children." The overall program utilizes multiple funding sources, including local, State, Federal, and private industry monies. The Pyramids Reading Program is funded under title I of the Elementary and Secondary Education Act (ESEA), with some training components funded under the Education Professions Development Act (EPDA).

The program aims at both the prevention and remediation of reading disabilities of disadvantaged children in the North and South-Central Pyramids through improvement in the reading instruction they receive. Although the program is multifaceted, and takes advantage of services offered by other components of the Instruction in Basic Skills program, it emphasizes four activities:

1. Training for teachers and teacher aides
2. An Instructional Materials Center for the development of supplementary classroom materials
3. Actual classroom instruction
4. Summer school.

The training component actually has four separate parts: preservice training for summer school, training for prospective teachers, inservice teacher training, and training for teacher aides. The preservice training consists of a 6-to-10-day workshop held each summer to acquaint new teachers and aides with the principles and methods of the Pyramids Reading Program as it operates in the summer school program.

The training for prospective teachers, known as the Combine Project, prepares students for teaching by exposing them to the reality of the public schools. As part of the program, undergraduate students from the University of Minnesota tutor youngsters in reading: master's candidates serve as interns in the public schools, both teaching classes and acting as resource personnel for other teachers; and Ph. D. candidates from the university supervise the tutors and resource teachers and assist in the development of training workshops and materials for public school personnel. Simply stated, the Combine approach puts a student who cannot read with an undergraduate who wants to teach reading, supervised by practicing public school teachers and Ph. D. clinical professors, to reconcile the differences between theory and practice.

The teacher training component was the first part of the Pyramids Reading Program to get underway in the summer of 1968. Dr. John Manning of the University of Minnesota conducted daily sessions, concentrating on the delivery of reading instruction to disadvantaged students in the primary grades. For the first 2 years the training workshops were held, part of each class was spent in developing supplementary materials.

Teacher aides in the pyramid schools, as part of an EPDA project, began receiving in-service training during the 1970-71 school year. Their 10-week course included instruction in the rationale, methods, and materials used in the Pyramids Reading Program.

The Instructional Materials Center was established in August 1969 to house materials developed by teachers in their training exercises and to continue the development of supplementary teaching aids. Auditory, visual, and kinesthetic materials were available, and the center staff included a director, a reading specialist, a clerk-typist, and an offset press operator.

The classroom instruction component of the program was based on a single textbook series selected by the teachers and approved by the Minneapolis Board of Education. The series was a linguistically based, multilevel, sequential text. Teachers and staff members of the Instructional Materials Center developed a wide range of teaching aids to supplement the textbooks.

Initially classroom instruction concentrated on primary grade students, but the program was expanded into the intermediate grades, using funds granted under part C of title I ESEA, in 1971. The expansion resulted from requests of teachers in grades 4 to 6 who noted that some children in their classes still did not have primary-level reading skills.

The summer school component aimed at the maintenance and retention of skills developed during the regular school year as part of the Pyramids Reading Program. Teachers used new materials and a new setting to reenforce the vocabulary, concepts, and reading skills learned.

PLANNING THE PROGRAM

The impetus for the Pyramids Reading Program actually came from an organizational change within the Minneapolis Public Schools. In 1967, as part of a move toward decentralization, the School Board created a North Pyramid, consisting of North High School and its feeder junior high and elementary schools, and appointed Melvin Hoagland to head the new area.

Mr. Hoagland immediately organized meetings with teachers, parents, and other interested citizens who agreed that reading instruction was the major educational problem in the area. Former student teachers at the University of Minnesota teaching in title I schools in the North Pyramid reported about the same time, in a survey conducted by the university's Urban Area Teaching Department, that they too felt reading instruction was a critical problem.

Therefore, Mr. Hoagland sought help from the Office of Research, Development, and Federal Programs in designing a reading program to meet the needs of children in his pyramid. The office assigned Mrs. Mary Kasbohm, assistant director for elementary education and a former reading specialist at the University of Minnesota, to draw up program plans. During the 1967-68 school year Mr. Hoagland and Mrs. Kasbohm held a series of meetings with teachers from the target area to outline a proposal for the reading program.

When the South-Central Pyramid was formed in 1969, teachers in that area also identified reading as a major problem and asked to participate in the Pyramids Reading Program.

Determining Pupil Needs and Selecting Pupil Participants

In 1971-72 there were 25 elementary, 6 junior high, 3 senior high, and 6 parochial schools located in areas eligible for title I services in Minneapolis. Of the approximately 20,000 children attending these schools, one-third had been defined by the Minnesota State Department of Education as educationally disadvantaged because they were one or more grade levels behind in basic skills such as reading and arithmetic or below the 25th percentile at their grade level, based on achievement tests.

In 1965 the Minneapolis Public Schools, in cooperation with the Youth Development Project (YDP), conducted a mobility study which indicated that students in YDP areas, which were geographically similar to target areas served by the North and South-Central Pyramids, changed schools and homes twice as often as their counterparts in nontarget areas. This mobility, in addition to the high delinquency, dependency, and poverty rates of the YDP population, contributed to their lack of success in school.

Three out of every 10 target-area students, compared with three of every 100 students in the comparison group, attended four or more different schools before they reached 7th grade. (Table 1 shows the number of different schools attended by students surveyed in the mobility study.) By contrast, only three in 10 children in the target area, compared with six in 10 students in the control group, attended the same school from kindergarten through 6th grade. The citywide testing scores taken annually showed that students who moved from one school to another scored significantly lower than those who did not move.

Table 1. Number of different schools attended by target and comparison school students: 1965

Number of different schools attended	Target school students		Comparison school students	
	Number	Cumulative percentage	Number	Cumulative percentage
10 or more	2	100	0	0
9	2	99+	0	0
8	4	99	0	0
7	2	98	1	100
6	21	97	3	99+
5	23	92	3	99
4	53	86	6	98
3	72	71	35	97
2	95	52	117	89
1	99	27	260	61
Number	373		425	
Mean number of different schools attended	2.80		1.56	

NOTE: Distributions are significantly different at the .001 level, according to the Kolmogorov-Smirnov Test.

Despite this high mobility rate, children in the target area tended to remain in the two pyramids, although they might cross school boundaries and thus change schools. Yet their moving at all was still a disadvantage. A survey of 54 teachers in the North Pyramid indicated that they used 22 different basal systems in teaching reading. To alleviate the disadvantages of mobility, planners decided to establish a uniform reading program in the pyramid areas. This would give children some degree of continuity in their reading development and lessen the necessity of adjusting to a new text and technique, as well as to a new teacher and school.

Parents, staff members, and community residents had already identified reading as the major problem.

Because students who enter school ill-prepared fall further and further behind academically, the decision was made to concentrate the Pyramids Reading Program at the primary-grade level, especially grades K, 1, and 2, in an attempt to prevent future reading difficulties. In 1971 a remedial aspect was added to the program, providing help for students in grades 4 to 6 who did not have primary reading skills.

Reading, along with mathematics, is one of the major areas of concentration in the overall Instruction in Basic Skills Program in Minneapolis. Since the overall program serves students in grades K through 12, most students in target areas who score below the 25th percentile in citywide testing receive remedial reading help, although they may not participate in the more extensive Pyramids Reading Program. The individual needs of students

in title I schools are assessed each year by classroom teachers. Example 1 shows the assessment instrument used for the 1971-72 school year to assist in planning for the following year's program.

Involving Parents and Community

With the establishment of the North and South-Central Pyramids, parents and community members, along with teachers and administrators, were brought together to plan an effective educational program and to encourage increased school-community relationship. Each pyramid formed a teacher advisory council and a parent advisory council.

Although parents and other citizens were continuously informed of progress, the actual designing of the reading program was left to administrators and teachers representing the target schools. Hoagland held afterschool meetings throughout the 1967-68 school year with Mrs. Kasbohm, the elected building representatives from target schools, and any teachers who wished to attend.

With the establishment of a districtwide parent advisory council during the 1970-71 school year, the involvement of parents in the planning, operation, and evaluation of the Pyramids Reading Program grew. The 15-member council, with nine parents of title I children, met monthly during the school year. At its May 27, 1971, meeting, the council identified the following functions members wished to undertake:

1. Criticize title I programs, insuring that programs meet the needs of pupils and involve parents.
2. Stimulate parental involvement.
3. Become well-informed about title I programs.
4. Use evaluation results for planning the expansion or deletion of programs.
5. Communicate with other parents through town meetings, publications, and news releases.
6. Recruit new members.
7. Seek more Federal funds.
8. Point out the gaps in title I programs.
9. Assist in the evaluation of title I programs.

Establishing Specific Objectives

As teachers and administrators discussed the means for establishing a successful reading instructional program, they identified four major goals:

1. A comprehensive approach to classroom reading instruction for disadvantaged students, including a predetermined sequence of presentation, a multisensory teaching approach, and the design of special materials to facilitate the learning of basic skills.
2. An informal and small-group method for initial and continuous diagnosis of each pupil's most critical reading need.
3. Inservice training designed to prepare teachers to implement a reading program.
4. Establishment of a materials bank to stock supplementary materials for use in teaching and reinforcing reading skills.

Each component of the Pyramids Reading Program involved more specific objectives. For instance, the objectives of the Combine Project were to:

1. Design, implement, and evaluate a program of graduate studies leading to the development of clinical professors skilled in combining research theory and classroom practice to effect more efficient instruction in reading methods courses.
2. Develop inservice teacher education programs in reading and in the supervision of reading practice for classroom teachers participating in the Minneapolis teacher training program.
3. Improve the quality of teacher education in reading instruction at the undergraduate level through the design and evaluation of reading-methods courses used in public schools.
4. Improve the quality of reading instruction in inner city public schools utilizing the combined educational resources of the University of Minnesota's College of Education, the Minnesota State Department of Education, and participating personnel from the Minneapolis Public Schools.

The objectives of the inservice teacher training courses were to:

1. Train teachers to identify more quickly and to diagnose more accurately the learning difficulties of students.
2. Train teachers, through demonstrations and other means, in the more effective use of specific techniques for the teaching of reading.
3. Train teachers in the most efficient use of a wide variety of multisensory materials for reading instruction in response to pupil needs and difficulties.

The objectives for the teacher aide training program, first begun in 1970, were to:

1. Acquaint teacher aides with the teaching methods used in the Pyramids Reading Program.
2. Train aides in the production and use of supplementary learning materials.
3. Help aides to understand the concepts of discipline and the methods of management related to elementary school children.
4. Define the roles and relationships of teachers and teacher aides.

The Instructional Materials Center produced materials which teachers designed or learned to use as part of their inservice training. The objective of the center was to supply teachers with a variety and quantity of useful instructional materials to help them teach specific reading skills.

The classroom instruction associated with the Pyramids Reading Program sought to keep children reading at or above grade level and to bring those functioning below grade level up to their fullest potential. The summer program reenforced skills learned during the school year.

Example 1. Needs assessment data sheet for students in title I schools: 1971-72

MINNEAPOLIS PUBLIC SCHOOLS
Information Services Center

FEDERAL PROJECTS GENERAL INFORMATION
SURVEY - 1971-1972 SCHOOL YEAR
(01-32)

NAME _____ SEX _____

PLEASE COMPLETE ONE FORM FOR EACH PUPIL IN YOUR CLASS. THANK YOU!

SCHOOL _____ GRADE _____

Does or has this student participated in or received educational assistance from any program listed below, this school year (71-72)?

Check YES or NO ...	YES (1)	NO (2)	
A-V Based Indian Resource Unit	___	___	(33)
IPI Math Program at Hall School	___	___	(34)
Prescriptive Instruction Center	___	___	(35)
Cassett Pilot Center at Clinton	___	___	(36)
UNISTAPS (SP ED) Program	___	___	(37)
Irving Adjustment Center	___	___	(38)
Interdistrict Project Hear/Imp	___	___	(39)
Student-Tchr Self-Enhancement	___	___	(40)
Basic Skills Center - Talking Typewriter Program	___	___	(41)
Summer School 1971	___	___	(42)
Lunch Program	___	___	(43)
Breakfast Program	___	___	(44)
Teacher Aides	___	___	(45)

* In your professional judgment, which of the following creates, or is, a persistent problem for this pupil? Circle the severity of the problem from No Problem (0) to Severe (5).

* Achievement in Reading	0	1	2	3	4	5	(46)
* Achievement in Mathematics	0	1	2	3	4	5	(47)
* Achievement in Spelling	0	1	2	3	4	5	(48)
* Achievement in Language Arts	0	1	2	3	4	5	(49)
* Work/Study Habits	0	1	2	3	4	5	(50)
* Vision	0	1	2	3	4	5	(51)
* Hearing Impairment	0	1	2	3	4	5	(52)
* Speech Impairment	0	1	2	3	4	5	(53)
* Physical Impairment	0	1	2	3	4	5	(54)
* Chronic Disease	0	1	2	3	4	5	(55)
* Mental Retardation	0	1	2	3	4	5	(56)
* Social/Emotional Adjustment	0	1	2	3	4	5	(57)
* Malnutrition	0	1	2	3	4	5	(58)
* Attendance/Absence	0	1	2	3	4	5	(59)

If this pupil has or is participating, during this school year (71-72), in any of the programs listed below circle the approximate number of hours per week of participation.

Pyramid Reading Program (Dr. Manning)	Hours/Week	Less than 1	1	2	3	4	5	or more (60)
SLBP Resource Program	Hours/Week	Less than 1	1	2	3	4	5	or more (61)
Any Tutorial Program (WISE, Vol., Aides who tutor, etc.)	Hours/Week	Less than 1	1	2	3	4	5	or more (62)

Please circle the total number of schools that this student has attended since enrolling in the Minneapolis Public Schools, as recorded on the "cum" card (If the student has moved from school A to school B and back to A, count as 3 schools not 2.)

1 2 3 4 5 6 7 8 9 or more (63)

During the 1971-1972 City-Wide testing program one of the following tests was administered to this pupil. Please check the test given and record the raw scores on the blanks provided for that test only!

		CHECK HERE (64)	RAW SCORE (65-66)	RAW SCORE (67-68)	RAW SCORE (69-70)
Test information for this pupil is not available.		_____ (0)			
Grade 1	Metropolitan Readiness Test	_____ (1)	Total Score _____		
Grade 2	Bond, Balow, Hoyt Reading Test	_____ (2)	Part I _____		
Grades 3 thru 6	Gates-MacGinitie Reading Test	_____ (3)	Vocabulary _____	Comprehension _____	
Grades 4 and 6	ITBS Modern Math Supplement	_____ (3)	.....	Raw Score _____	

Teacher Signature (Top form only) _____

7/75 1/76 T/77 I/78 E/79 1/80

Identifying and Using Resources

Because the Pyramids Reading Program is part of the more comprehensive Instruction in Basic Skills Program in Minneapolis, its participants have many other services available to them. For instance, students at Hall Elementary School may participate in Individually Prescribed Instruction in mathematics. The city also has a Cassette Pilot Center housing a tape library for children who learn better by simultaneous listening and viewing than by reading. There are also six Concentrated Education Centers which work at improving the reading and mathematics skills of students by offering individualized and small-group instruction. Under title III ESEA, the Minneapolis Public Schools sponsor an Urban Arts Program, a year-round arts school without walls which now offers 14 different courses. Title III also finances the Prescriptive Instruction Center where children achieving far below grade level are referred for a detailed needs assessment, followed by an individually prescribed instructional program to be carried out in the regular classroom.

One of the newest services available is the Basic Skills Centers, which use talking typewriters and other audiovisual equipment to provide remedial reading instruction to the 30 poorest readers in each inner city school, grades 4 to 9. Thus, those children who did not participate in the Pyramids Reading Program, or who participated but still fell behind, can receive remedial treatment. Mrs. Kasbohm, after organizing the Pyramids Reading Program, became curriculum director for the Basic Skills Centers.

In addition to the services available as part of the school program, the Minneapolis Public Schools make use of the expertise available at the nearby University of Minnesota, in particular its College of Education. John C. Manning, Professor of Reading Instruction at the university, designed and taught the inservice training course for teachers in the Pyramids Reading Program. He selected several associates from the university to work with him. Alton Greenfield, another instructor at the university, taught the inservice training program for teacher aides.

Before the Instructional Materials Center became a reality, Mitchell Trockman, director of the center, visited similar projects in Clovis and Fountain Valley, Calif.

As the program got underway, community members sometimes volunteered their services. For instance, Neighborhood Youth Corps members worked in the materials center, doing clerical work and organizing materials.

MANAGING THE PROGRAM

Mrs. Mary Kasbohm, Assistant Director of Planning, Development, and Federal Programs, managed the Pyramids Reading Program until 1971. Then administrative responsibility was transferred to the two area assistant superintendents – Melvin Hoagland in the North Pyramid and Vernon Indehar in the South-Central Pyramid. Dr. John C. Manning continued to coordinate the training components of the program; Mitchell Trockman directed the Instructional Materials Center; and Mrs. Alberta Brown, the reading specialist for the program, offered daily guidance for the classroom instruction component.

All Federal programs in Minneapolis are ultimately the responsibility of Dr. Lawrence P. Moon, Director of Planning, Development, and Federal Programs. Serving on his staff as coordinators for title I ESEA activities are Emma Hudson and Ruby Riney.

Selecting Staff

The Minneapolis Public Schools contracted with the University of Minnesota to provide inservice training for teachers and teacher aides as part of the Pyramids Reading Program. Dr. Manning, a nationally known reading specialist on the university staff, agreed to conduct the inservice course for teachers. On his recommendation, three others – Mrs. Brown, Miss Kathy Weis, and Miss Florence Silvey – were added to the staff. Mrs. Brown exhibited an exceptional competency in the design of instructional materials and a supervisory capacity which won the admiration of participating teachers. She was subsequently hired by the Minneapolis Public Schools as the reading specialist for the Pyramids Reading Program. Teachers in pyramid schools volunteered to take the training course.

Mrs. Bessie Lewis of the teacher-aide office wrote the training proposal for teacher aides and served as administrator for the inservice course. The 10-week course was offered by the university's extension division and taught by Mr. Alton Greenfield, a university instructor, Mrs. Lois Robinson, a reading resource teacher in a Minneapolis elementary school, and Miss Diane Carley, a reading intern in the Pyramids Reading Program.

The following criteria were used to select aides for inservice training:

1. Candidates must have worked as aides less than 19 hours a week during the past school year.
2. Candidates had to agree to accept an assignment as a member of an instructional team at a pyramid school.
3. Candidates had to be willing to work more than 19 hours a week following their inservice training.
4. Candidates had to be willing to participate in additional inservice training activities.

Applicants meeting these criteria were selected on a first-come, first-served basis.

Mr. Trockman, an assistant elementary school principal who had served as audiovisual coordinator for the title 1 summer program, directed the third component of the Pyramids Reading Program, the Instructional Materials Center. He had an extensive background in graphic arts and equipment procurement. The center staff also included a reading specialist,

under private contract to develop instructional materials and to supervise the instructional aspects of the center; a clerk-typist; and an offset press operator to operate the printing and binding equipment in the center. Later several reading resource teachers were also housed in the center.

Mrs. Brown became the reading specialist for the center. She had coordinated a smaller but similar operation in Clovis, Calif., and was a former coordinator of elementary education and a college instructor.

Selecting and Preparing Facilities

The actual instruction of pupils in the program takes place in the regular classrooms of the target area school in the North and South-Central Pyramids. The classrooms resemble others in the school district physically, but they have more instructional materials, audio-visual equipment, teaching games, and colorful displays of student work.

The Instructional Materials Center originally occupied two rooms on the second floor of the George J. Gordon Educational Center, which also housed the administrative offices of the North Pyramid. Between August 1969 and June 1970 the center used 1,000 square feet of floor space in the Gordon center. The space allocation was doubled in June 1970.

The center is now housed in the Florence Lehmann Educational Center, a building given to the Minneapolis Public Schools in August 1971 as surplus property. The center occupies 6,500 square feet of floor space and has access to a loading dock facility and freight elevator in the building.

The center is equipped with a camera which makes plates for printing, a processing unit to develop plates, two offset presses, a wax coater, a fully automatic laminator, binding machines, an automatic paper cutter and puncher, and a semiautomatic collator. The center also uses equipment common to most printing operations — a light table, typewriters, and a padded press. The initial capital outlay was approximately $16,000.

The Florence Lehmann Educational Center also includes classroom space for training sessions. The walls of the classroom are covered with samples of materials available from the Instructional Materials Center. Originally inservice training sessions were held in the multipurpose rooms of one of the centrally located, participating elementary schools.

Developing Curriculum

The rationale for the Pyramids Reading Program derives from the conclusions of two research projects conducted by Dr. Manning under Cooperative Research Act grants. The basis for the program design is a conviction that disadvantaged children can learn to read if they will look, listen, and concentrate on the activities involved in the reading process.

Dr. Manning found in his research that the materials and methods used for reading instruction varied considerably from school to school and classroom to classroom. He and the Pyramids Reading Program staff agreed that the educational theory supporting a diversity of materials as a means of "fitting the materials to the child" was not in line with classroom reality. Instead, they felt a single set of instructional materials and the

same basic methodology could be used effectively in all pyramid schools, thus alleviating the educational disadvantage of changing schools, teachers, and texts.

The curriculum of the program was designed in line with a single basal text series. Initially supplementary materials were developed as part of the inservice training courses for teachers. Later a writing team—consisting of four resource teachers from the Instructional Materials Center, master's candidates working in the program as part of the Combine Project, resource people from the school district office, and selected classroom teachers—wrote the materials. The team met every Saturday morning under the direction of Mrs. Brown.

All supplementary materials were designed to help teachers individualize instruction with the basal series according to a child's instructional level, his learning rate, and his weaknesses in reading skills. Among the materials developed were "Little Books," two-page booklets using the same vocabulary as a single story in the textbook. Writers felt the Little Books would fulfill the following objectives:

1. Provide reinforcement of basic vocabulary and skills from the texts for pupils who need additional learning experiences at a specific level.
2. Provide materials for reteaching and review when a specific inadequacy is noted by the teacher.
3. Stimulate interest in reading by allowing the students to keep the Little Books they master.
4. Provide the teacher with a wider range of teaching materials so that a more individualized approach may be achieved in reading.

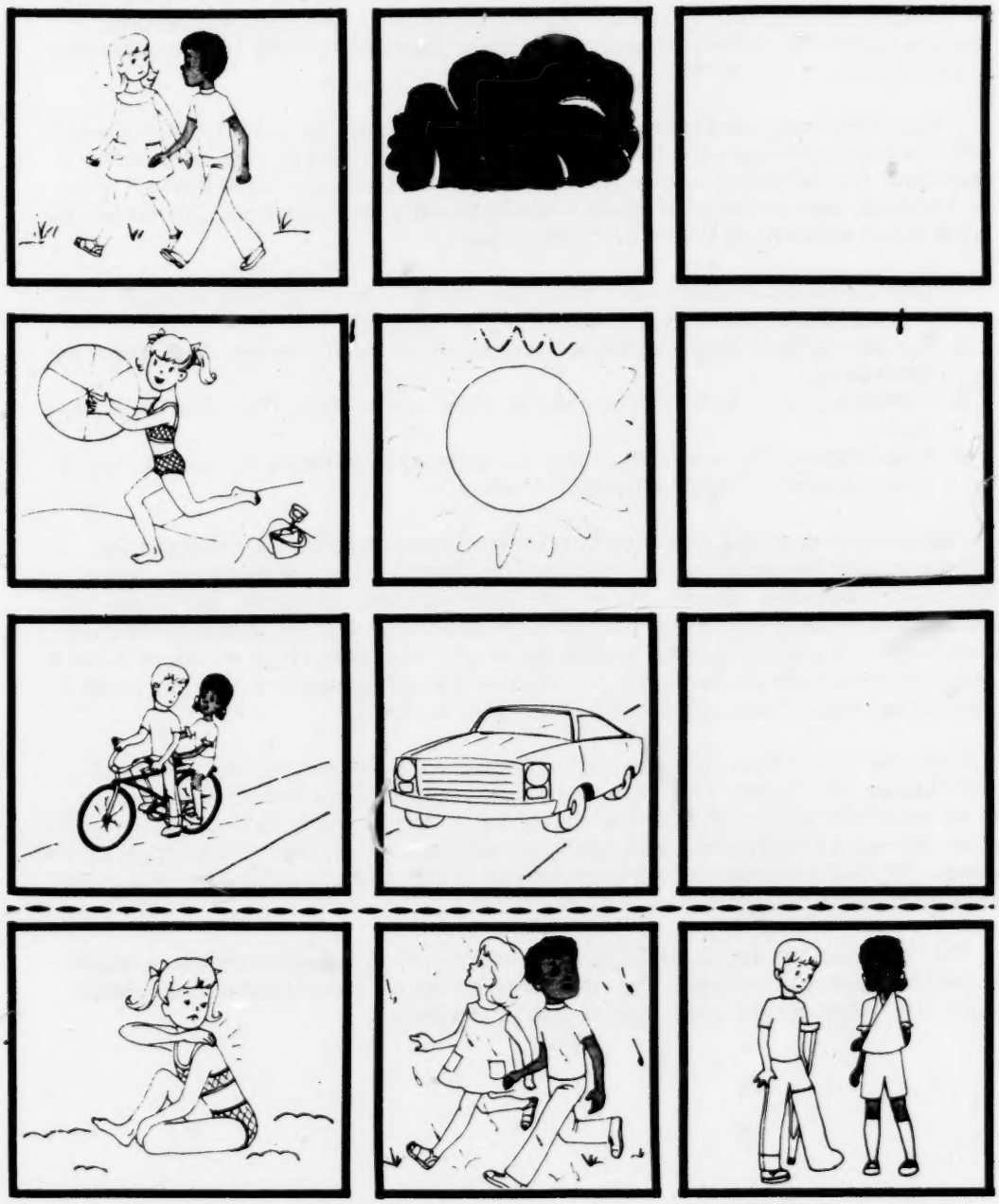
The staff also developed an extensive reading readiness program for kindergartners, based on a modified rebus approach. The teachers have a manual of directions, games, manipulative activities, puppets, puzzles, and other teaching aids to help them teach for visual and auditory discrimination of phonemes and graphemes. The modified rebus program teaches 16 structure words, such as the, in, this, etc., using rebus or picture words to complete the content of a sentence. For instance, a sentence might be (with the words in parentheses appearing as pictures): The (hen) is in the (pen).

When the 16 structure words are mastered and children are reading rebus sentences with fluency and understanding, they advance to the preprimers. Because the preprimers of the text series were considered inadequate, the writers produced three preprimers, complete with work sheets (example 2), tape recorded lessons, transparencies (example 3), and games. The locally developed preprimers include all the vocabulary and skills used in the preprimers of the text series.

The first preprimer introduces 32 words in addition to the 16 structure words taught in the kindergarten component. The new words include enrichment (color and number) words and highly utilized words such as mother and baby.

Example 2. Work sheet to accompany preprimer

Name .....



Example 3. Copy of transparency to accompany preprimer

Name _____

My pet is wet.
Why is he wet?

My pet is not hot.
Why is he not hot?

She is wet.
Why is she wet?

A student completing the first preprimer would know 48 words, compared to 29 at the same level in the text series.

The second preprimer includes 16 Little Books, two for each story in the similar text preprimer. The locally developed preprimer introduces 67 words, compared to 39 in the text.

The third preprimer uses few rebuses, substituting object words which are labeled — along with a picture — at the top of the page. It introduces 88 words, compared to 57 in the third primer of the text series.

All the modified rebus materials will be reexamined at the end of the 1971-72 school year and revised in accordance with teacher suggestions.

The writing team also developed a complete summer school reading course, using new materials to reinforce the same vocabulary and skills learned during the school year. During the 1971-72 school year the writing team began developing materials of interest to intermediate-grade students still reading at primary-grade levels.

IMPLEMENTING THE PROGRAM

The Pyramids Reading Program was implemented in stages. The inservice training for teachers was first offered in the summer of 1968, with actual instruction in the classroom from a single basal text series beginning in September 1970. The Instructional Materials Center began operations in August 1969. Inservice training for teacher aides was not available until the 1970-71 school year. The summer program began in 1970, and the Combine Project started in 1971.

Training the Staff

The inservice training course for teachers, called Materials and Instructional Techniques of Elementary Reading, had three major emphases: lectures on instructional techniques, demonstration teaching and critiques, and preparation and organization of instructional materials for target-area children. The course ran for 6 weeks during the summer of 1968 and was repeated the following summer. Most of the 87 participants the 1st year were teachers from junior high schools and elementary schools in the North Pyramid. In 1969 the session was expanded to include teachers from the South-Central Pyramid but limited to elementary school teachers. Sessions were held daily from 1 to 3 p.m. at the Gordon Educational Center.

Teachers received six inservice credits or half-time stipends of $37.50 a week, plus $7.50 per dependent, for participating in the course. Some teachers received both credit and stipend if they agreed to devote 6 half-days during the next school year, without remuneration, to inservice work.

The course covered four broad areas of reading instruction:

1. Effective initial instructional techniques for teaching reading to disadvantaged children. Dr. Manning demonstrated various teaching methods, with critiques following each demonstration.
2. Practical classroom methods for diagnosing reading disabilities, analyzing the reading level of the whole class, and grouping students within the class. This was a laboratory experience.
3. Classroom methods and materials for treating specific reading difficulties. Instructors presented multisensory materials and approaches for use in individual classes. Teachers worked in small groups, chosen according to grade levels, to produce supplementary materials.
4. General principles and classroom methods of helping children with severe reading disabilities. This was directed at teachers in grades 4 through 9.

The outline of the course is in appendix A. Ordinarily Dr. Manning lectured or gave demonstrations the 1st hour of every afternoon session, and instructional materials were developed under the direction of Dr. Manning and Mrs. Brown during the remainder of the period. The materials were tested in the target-area summer school classes the following morning.

The lectures concentrated on the relevance and practicality of instructional techniques. There was little discussion of the learning characteristics of disadvantaged children, because program planners had agreed that such children, although hampered by environmental factors, could be effectively taught by traditional methods. Hypothetical discussions were avoided.

The reading staff conducted the demonstration lessons with children in grades 1, 3, and 5 who had reading and learning difficulties. The everyday situation of the classroom teacher was typified, with a wide range of instructional difficulties, large groups, discipline problems, and pupil absenteeism. Each demonstration was followed by a critique of methods, materials, successes, and failures.

When the teacher training was limited to primary-grade teachers in 1969, teachers in grades 4 to 6 insisted they, too, needed special instruction in the handling of reading disabilities within their classrooms. Thus, in spring 1970, Dr. Manning taught a special remedial reading course for intermediate-grade teachers. About 100 target-area teachers participated. A course outline is given in appendix B.

Since September 1969 continuous inservice sessions have been offered for all pyramid teachers, especially those new to the program, teacher aides, and other personnel. Much of this inservice training came in the form of minicourses, 2-hour sessions concentrating on new techniques or materials or the discussion of specific problem areas. Staff members had released time to attend the sessions or, if they were held after school, received a small stipend. In addition, Mrs. Brown held a 1-week preservice workshop for teachers participating in the summer program and another 1-week workshop at the end of each summer for new teachers in the program. In the 1971-72 school year, the program staff sponsored eight 2-hour sessions for elementary school principals on how to administer a title I reading program.

Teacher aide training, at the request of teachers and principals, got underway in 1970. The Minneapolis Public Schools employ more than 800 teacher aides. The training course, using teachers as trainers, was designed to familiarize some of the aides with the methods, production, and utilization of materials developed for the Pyramids Reading Program. The schedule for the training course is in appendix C.

The aides received a weekly stipend of $50 while in training. Teachers participating in the course received local consultant fees of $15 per half-day.

The training course and followup sessions throughout the school year were designed to cover these areas:

1. Principles and methods of the reading program
2. Role of the teacher and teacher aide in the instructional team
3. Concepts of discipline and the management of elementary school children.

Limited funding in 1970-71 curtailed followup activities, and the aide training was limited to the initial 10-week courses. However, an EPDA grant for the 1971-72 school year permitted expansion of the training course.

The third element of training in the program was the Combine component. In January 1971 the Pyramids Reading Program staff and the Division of Elementary Education at the University of Minnesota agreed to coordinate certain phases of graduate and undergraduate activities at the university with the reading program. Selected classroom teachers served as Combine interns, acting as resource teachers in the public schools and taking course work at the university leading to a master of arts degree with a specialization in reading. The interns have a 2-year commitment, after receiving their M.A., to teach in the pyramid schools. In addition, undergraduate students were bused from the university to two training centers, one each in the North and South-Central Pyramids, to provide individual and small-group tutoring in reading. The third portion of the Combine Project exposed Ph. D. candidates, potential college instructors, to actual classroom situations as they worked with Dr. Manning in preparing training courses and supervising Combine interns.

Conducting Instruction

The Minneapolis Public Schools were scheduled to select new reading texts for the primary grades in the 1968-69 school year. As a result of the schools' mobility study and the teacher training course, teachers in the North Pyramid agreed they could solve some of their students' reading difficulties by adopting a single textbook series for all target-area schools.

The teachers met with publishers' representatives, personnel from the Elementary Curriculum Department, and administrative staff members throughout the fall semester. By spring they agreed that The Read Series, published by the American Book Company, should be the single basal text series used in the target areas. On March 19, 1969, the South-Central Pyramid was formed, and a poll of teachers in that area indicated that they too would accept The Read Series for basic instruction. The series emphasizes phonetic, comprehension, and language skills.

In addition to the textbook series, teachers use the mass of supplemental materials produced by the Instructional Materials Center. Appendix D contains a catalog of materials from the center.

In general, the Pyramids Reading Program emphasizes sound-symbol relationships and spelling patterns. A language sequence, the Seville language program, originally written for Spanish-speaking children, was adapted for use by prekindergarten and kindergarten students in the Minneapolis program. Because the dialectical variations a disadvantaged child may become accustomed to at home vary from standard English in phonology, syntax, and vocabulary, the Seville program recommends the oral and/or aural approach to reading and reading readiness.

Instruction concentrates on the discrimination and production of English phonemes, especially those most likely to cause difficulties for children with dialectical differences. Games, flannelboard stories, puppets, and a variety of manipulative materials are used to facilitate learning.

The syntax portion of the program has lessons organized around a sequential presentation of English sentence structure. Vocabulary is introduced as part of the sentence

structure, and pictures, objects, and dramatizations help children understand new words. Games, stories, songs, and poems enable students to distinguish between different sentence structures.

Instruction in the primary grades also makes use of visual, auditory, and kinesthetic methods. Oral reading, including the repetition of materials used by the teacher, pupil, or on a tape, is an important part of the daily lesson. Example 4 gives the general instructional outline for the Pyramids Reading Program.

While the program staff encourages team teaching and small-group instruction, the different organizational and staff patterns in target schools demand flexibility in structure. In some schools children move from one learning center to another; in other schools the program is taught in a self-contained classroom.

Functions of the Instructional Materials Center

The Instructional Materials Center was established to house materials developed during the teacher-training courses and to facilitate the development of additional supplementary materials conducive to the needs of Minneapolis students.

The center staff, including a director, a reading specialist, three clerk-typists, four resource teachers, and two offset press operators assist school personnel in writing, producing, and distributing supplementary reading materials. The director, Mitchell Trockman, writes specifications for equipment and supplies, coordinates any necessary remodeling of the physical plant, trains clerical personnel in the use of graphic arts equipment, establishes production schedules, and generally coordinates center activities. The reading specialist (Mrs. Brown) has responsibilities that include coordinating staff development and workshops, visiting target-area classrooms, demonstrating techniques and materials to individuals or small groups of teachers, writing and developing materials requested by teachers, assisting teachers in the writing of materials, and acting as a consultant to intermediate-grade teachers working with reading disabilities in their classrooms. The resource teachers assist Mrs. Brown in these functions. The offset press operators handle all printing and binding equipment, assist in shipping materials, and train Neighborhood Youth Corps members to run the machinery.

The center houses manuals, tests, games, flash cards, and small books—all locally developed—to be used in teaching reading to disadvantaged students. The center catalog lists 7,500 separate items. Two high-speed presses run 16 hours a day to fill teacher requests for supplies.

To insure that center materials are used only in eligible schools, the center staff maintains a master card file listing the names of all teachers in the Pyramids Reading Program. Each card contains the teacher's name, school, extent of inservice training, and special talents. A separate card file is used to keep track of what materials each teacher has in the classroom.

During the 1971-72 school year the center staff also developed a methods bank with videotapes and cassette recordings of various training components for the Pyramids Reading

Example 4. Instructional outline for Pyramids Reading Program

BASIC INSTRUCTIONAL SEQUENCE

_____ Every Pupil Response Reading Skill Activities

_____ Review Vocabulary for Mastery
- Standard Practice
- Intensive Practice

_____ Review Meaning Units for Fluency
- Standard Practice
- Intensive Practice

_____ Word Recognition Instruction (WRI) (New Vocabulary)
- Three Methods Design
- Content Word Instruction
- Structure Word Instruction (oral Patterns)
- Structure Word Practices
- Applied Phonics
- Meaning Unit Instruction (Four Methods Design)

READING PROCEDURES

(a) Model (Echoic) Reading

Picture Reading
" "

Whole Story
" "

Paragraph
" "

Paragraph and Alternate Paragraph
" "

_____ Reteaching

(b) Oral Reading for Diagnosis

(1) Alternative Sequences
(which child reads
which discourse)

(c) Silent Reading

Comprehension
Skill Sequences
1. Noting Details
2. Main Idea
3. Logical Sequence, etc.
4. Skill Sheets

Oral-Practice (pupil Directed)

John C. Manning
University of Minnesota

INSTRUCTIONAL MATERIALS CENTER
Minneapolis Public Schools

Program. The bank allows new teachers to gain background information and other teachers an opportunity to review past training sessions.

Involving Parents and Community Members

Functionally there was little opportunity for the involvement of parents in the training courses for teachers and teacher aides, although parents' interpretations of their children's reading problems were considered in developing course contents. Of course, some of the aides taking the course were residents of the target areas.

More direct involvement was possible in the operation of the Instructional Materials Center. Mrs. Brown wrote a publication specifically for the parents of kindergarten children, describing the reading-readiness program and suggesting games and skill-improvement methods parents could use to help prepare their children for school. Each booklet included a set of letter flash cards.

The center sponsored an open house in October 1969, and more than 400 community residents attended. Members of the districtwide parent advisory council visited the center in spring 1971. Their comments on the Visitor's Observation Sheet (see example 5) indicated they felt title I funds spent on the center were worthwhile and that the project was important. The parents indicated they would like to see center operations expanded to include supplementary mathematics materials.

The advisory council was also consulted about the expansion of the Pyramids Reading Program into intermediate grades. At its September 15, 1971, meeting, the council passed a motion recommending that title I funds available under part C of the legislation be used for a reading program in grades 4 to 6. The council makes recommendations on all title I applications and in 1972 began a comprehensive review of Minneapolis' overall reading program.

Parents at individual target-area schools also participate in the Pyramids Reading Program. In one instance, parents formed a group to distribute the locally developed Little Books to community members. Another group of parents helped teachers develop additional materials. Some parents lobbied for and got a Model Cities grant to establish a storefront office which distributes, among other things, reading materials from the program.

Disseminating Information

Staff members answer all local requests for information or presentations about the Pyramids Reading Program. They appear at PTA and other community meetings. In addition, they issue periodic news releases on program developments to all local news media. In 1971-72 a videotape about the program was produced.

Each pyramid publishes a bimonthly newspaper which often includes information about the reading program. The Minneapolis School Bulletin keeps school staff members aware of program developments.

Example 5. Visitor's observation sheet used by the Minneapolis Parent Advisory Council

Site visited _____ Date _____
Program _____

Do you have a clear understanding of the purpose of this program and its objectives? _____ yes _____ no
Comments:

Do you have a better understanding of the organization and operation of the program? _____ yes _____ no
Comments:

What was your judgment of the value of this program for educationally disadvantaged children?
Comments:

What were your impressions of student involvement in the program? i.e., were the students interested, active, enthused, passive, or disinterested?
Comments:

Do you have any suggestions that might lead to improvement of the program?
Comments:

Do you feel your visit disturbed the operation of the classroom? _____ yes _____ no
Comments:

Did you feel that you were welcome to observe the program by the administrators and teachers? _____ yes _____ no
Comments:

Do you think this program is helping educationally disadvantaged students learn the basic skills of reading or arithmetic? _____ yes _____ no
Comments:

Do you think that in this program title I funds are being spent as intended? _____ yes _____ no
Comments:

How much time was spent for this observation?
Comments:

What was your overall reaction to this program?
Comments:

Do you have unanswered questions about this program? _____ yes _____ no
Comments:

Name _____

In May 1972 the program staff presented a preconvention seminar at the International Reading Association convention as part of a discussion of "Reading Programs in Major American Cities." The audience included people from some 25 States, Mexico, and Canada. University professors, editors of publishing companies, reading coordinators, specialists, and reading teachers were represented.

Groups from all over the world, including representatives of the Commission on Teacher Education, have toured the Instructional Materials Center to gather information on the program.

BUDGET

The budget for the Pyramids Reading Program actually includes several components. In general, the breakdown has been:

Date	Materials	Inservice	Total
Summer 1968	$1,300	$30,865	$32,165
Summer 1969	6,211	26,530	32,741
1969 reallocation	17,397	--	17,397
School year 69-70	26,348	3,120	29,468
Summer 1970	44,173	31,483	75,656
		TOTAL	$187,427

Instructional and Inservice Components

A breakdown of the annual budget for the instructional and inservice training components of the program for fiscal year 1972 is:

Salaries:		
8 teachers for material development (125 hours each, $6.60 an hour)		$6,600
2 teachers for art work (200 hours each at $6.60 an hour)		2,640
1 reading specialist (half-time) ($17,000 a year)		8,500
	Total:	$17,740
Stipends for inservice training:		
75 teachers $100 each – fall		$7,500
75 teachers $100 each – winter		7,500
50 teachers $100 each – spring		5,000
	Total:	$20,000
Consultant services		$3,800
Travel and per diem expenses		2,000
Fringe benefits		832
	GRAND TOTAL:	$44,372

Instructional Materials Center

The annual budget for the Instructional Materials Center does not take into consideration the initial outlay of $16,000 for equipment when the center first opened.

Salaries:

1 project administrator		$18,115
3 clerk-typists		17,700
2 duplicating machine operators		11,520
	Total:	$47,335

Maintenance of instructional machines:

Offset press		$602
Other offset press		331
Headliner		215
Collator		280
Audio recording		250
Addressograph embossing		100
Miscellaneous		200
Contracted cleaning services		120
	Total:	$2,098

Instructional equipment:

Stock rack		$120
Shelving		250
Electric typewriter		555
Language master		260
Turntable		200
Slide projector		190
	Total:	$1,575

Instructional supplies and materials		$15,400
Postage		50
Mileage		200
Travel		500
Special meeting costs		75
Supplies for audio production		2,000
Publications		150
Fringe benefits		4,260
	GRAND TOTAL:	$73,643

Combine Project

A breakdown of the budget for the Combine component for fiscal year 1972 is:

Salaries:

5 reading specialist interns ($12,115 each)		$60,575
4 2d-year reading specialist interns		51,555
25 Combine center teachers ($6.60 an hour, 1 hour a week for 30 weeks)		4,950
2 university reading specialists ($9,450 per academic year, two-thirds of year)		12,600
2 university reading specialists (full-time summer, $1,500 each)		3,000
1 project director (two-thirds academic year, half-time summer)		16,200
1 secretary		6,113
	Total:	$154,993
University contract for instruction, supervision, inservice, and tutoring services		$24,639
Bus transportation for undergraduate students		2,024
Mileage expenses		2,600
Travel to professional conferences for project staff		1,850
Fringe benefits		10,537
Employee benefits		2,326
	GRAND TOTAL:	$198,969

Pyramids Reading Program in Intermediate Grades

The intermediate grade program was funded entirely with monies made available under part C of title I. The budget for fiscal year 1972 was:

Salaries:		
3 teachers on special assignment (35 weeks)		$36,045
2 clerk-typists (34 weeks)		6,392
7 teachers for development of materials (45 hours each at $6.60 an hour)		2,079
	Total:	$44,516
Instructional supplies		492
Mileage		510
Fringe benefits		4,452
	GRAND TOTAL:	$49,970

EVALUATION

Richard W. Faunce, Director of Research for the Minneapolis Public Schools, supervised the evaluation of the Pyramids Reading Program, although some evaluation reports were actually written by other staff members.

Teacher Training Course

Ninety-seven percent of the teachers who participated in the 1968 teacher training course, the format of which was repeated in successive years, felt the course was superior to other college courses in reading; 98 percent felt it was better than other inservice reading courses.

Teachers cited the following reasons for their enthusiastic response to the course:

1. Emphasis on practical, how-to-do-it techniques
2. A superb teaching staff
3. Effective materials.

Three out of four teachers thought all new teachers of disadvantaged children should take the course.

Seventy-seven of the 87 teachers in the course completed a reaction sheet, rating seven aspects of the course according to a 5-point rating scale ranging from very poor to very good. Example 6 gives the results of this evaluation.

Teacher-Aide Training Course

In assessing the impact of the teacher-aide training course, evaluators gave pretests and posttests to the 49 aides in the course and 26 comparison aides. The tests results indicated that the aides who completed the course showed a substantially greater increase in knowledge and understanding of the Pyramids Reading Program than aides who did not participate. The classroom involvement of participating aides also tended to increase more than that of their counterparts. Both aides and supervising teachers completed questionnaires before and after the course to assess the involvement of the aides in the classroom. While both participating aides and the comparison aides increased their involvement in classroom activities during the 4-month span, table 2 shows that the involvement of aides completing the course was greater.

Instructional Materials Center

Of the 240 classroom teachers who could have ordered materials from the Instructional Materials Center, 98 percent actually did. The Department of Research and Evaluation is currently looking for evidence to help evaluate the effect of using center materials on the improvement of reading skills.

Example 6. Participants' ratings of teacher training course: 1968

Item		Very poor 1	2	Adequate 3	4	Very good 5
1. Course Instructor	K-3				2	29
	4-6				2	14
	7-9					23
	Special					7
	Total number				4	73
	Percent				5	95
2. Organization of Course	K-3				7	24
	4-6				5	11
	7-9	1		1	9	12
	Special					7
	Total number	1		1	21	54
	Percent	1		1	27	70
3. Materials used in Course	K-3				1	30
	4-6			3	1	12
	7-9			4	4	15
	Special					7
	Total number			7	6	64
	Percent			9	8	83
4. Lectures	K-3				3	28
	4-6				3	13
	7-9			1	1	21
	Special				1	6
	Total number			1	8	68
	Percent			1	10	89
5. Demonstrations	K-3			1	3	27
	4-6				2	14
	7-9			2	3	18
	Special					7
	Total number			3	8	66
	Percent			4	10	86
6. Small Group Work	K-3			1	2	27
	4-6		1	1	2	12
	7-9			7	3	13
	Special					7
	Total number		1	9	7	59
	Percent		1	12	9	78
7. General Overall Reaction	K-3				2	29
	4-6				1	15
	7-9				1	22
	Special		1			6
	Total number		1		4	72
	Percent		1		5	94

Table 2. Teacher-aide involvement in classroom activities: 1970

Activity: The teacher aide	Teachers with participant aides N = 33			Teachers with comparison aides N = 22		
	Percent difference pre to post on many times choice	Number of aides who changed positive	Number of aides who changed negative	Percent difference pre to post on many times choice	Number of aides who changed positive	Number of aides who changed negative
Used the ABC book in working with students.	+28	12*	0	-5	2	2
Assembled reading materials when they came from the Instructional Materials Center.	+9	9	4	+12	4	1
Located specific reading materials that you requested.	+14	8	6	-7	1	2
Worked with individual students using Pyramids Reading materials.	+16	8	4	-2	3	2
Worked with small groups of students using Pyramids Reading materials.	+14	9	3	-3	3	4

* .01 level of significance on sign test.

Classroom Instruction

Planners of the Pyramids Reading Program did not expect to see any immediate or dramatic increases in classroom reading achievement as a result of the program; in fact, they felt it would take a minimum of 4 years to evaluate the program's impact adequately.

In 1971 the Minneapolis Public Schools contracted with the Educational Testing Service to conduct a sibling study of the program. The evaluation design had three requirements:

1. Obtain the best possible operation adjustments for sources of variability caused by family, community, and school influences outside the program.
2. Follow the achievement of participating students who were in the program 4 or more years and were traceable.
3. Make the evaluation cost beneficial.

The sibling methodology calls for the collection of data on both a pupil benefiting directly from the program and his younger or older brothers and sisters being affected even though they did not actually participate in the program. It lessens the interference of school, community, and family variables because children in the same family have the same home and neighborhood environment and often attend the same school.

In 1969-70, 1,287 pupils participated in the Pyramids Reading Program as kindergarten students. Of these, 343 had older siblings who had been tested with the same test earlier; 268 had no older brothers or sisters; and 246 had older siblings who had not taken the same readiness test. The data indicated older siblings did less well when tested than those children who participated in the program.

Longitudinal followup studies are planned.

In addition to such formal evaluation designs, the Pyramids Reading Program includes a wide range of internal evaluation. All children are tested after completion of each segment of the instructional program (levels A to H); locally developed tests had been designed for levels A through D by the end of the 1971-72 school year.

The level A test evaluates students' understanding of pattern words (both auditory and visual), initial consonant sounds, the "more than" concept, sight words, and visual word recognition. Level B tests for pattern words, visual concepts, initial consonants and digraphs, punctuation, and final consonants. The level C test includes items to evaluate pattern words, inflectional endings, initial consonants and digraphs, context meanings, final concepts, visual word recognition, and punctuation.

Example 7 is the teacher's scoring sheet for the Book C test. Example 8 includes the test items and example 9 the teacher instructions for one segment of the Book B test.

The tests not only assess student progress for individual units but also enable teachers to identify areas that still need work and prescribe corrective action accordingly.

In addition to the tests for the books, Minneapolis personnel also designed an overall testing instrument, the Pyramids Vocabulary Test. Mrs. Brown and the Ph. D. candidates from the University of Minnesota working in the program developed and fieldtested the test in 1971. A pretest of both title I and non-title I children was done during the 1971-72 school year, but the results were not comparable because the tests were administered at different times. However, more controls will be introduced when the instrument is used in 1972-73. A copy of the teacher directions and the test itself is in appendix E.

Example 7. Teacher's scoring sheet for Book C Test

North and South-Central Pyramid Reading Achievement Test

Book C

Name _____

Date _____ Grade _____

Teacher _____

School _____

Section I

Part A	Pattern Words-Auditory	_____ of 10
Part B	Inflectional Endings-Visual	_____ of 10
Part C	Phonics-Initial Consonants & Digraph-Auditory	_____ of 10
Part D	Context	_____ of 10

Section II

Part E	Pattern Words-Visual - Auditory	_____ of 10
Part F	Phonics-Final Consonants-Auditory	_____ of 10
Part G	Concept-Word Recognition-Visual	_____ of 10
Part H	Punctuation (Visual and Auditory)	_____ of 10

Diagnostic Notes:

Example 8. Test items for section 1 of Book B Test

Part A

A.		him	that	plan
B.		wet	when	mop
1.		hen	wish	what
2.		try	bet	me
3.		no	the	do
4.		pet	say	sat
5.		ten	hit	in
6.		fish	so	plan
7.		play	them	so

Example 9. Teacher instructions for section 1 of Book B Test

TEACHER'S MANUAL **Part A**

Tell the pupils what each picture represents before starting the test (not during testing)

Directions: Put your finger by the box next to example A. Look carefully at the picture. (pause) Now look at the three words which follow. Draw a circle around the one which rhymes with the picture. (Allow time for the students to respond. Check the responses and explain that the word "that" rhymes with the picture cat and therefore "that" should have been circled. Proceed to example B and then to the test questions.

A. PICTURE OF A
CAT him that plan

Put your finger by the box next to Example B. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

B. PICTURE OF A
JET wet when mop

Now put your finger by the box next to the Number 1 below this line.

****

Put your finger by the box next to the Number 1. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

1. PICTURE OF A
FISH hen wish what

Put your finger by the box next to the Number 2. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

2. PICTURE OF THE
CONCEPT CRY try bet me

Put your finger by the box next to the Number 3. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

3. PICTURE OF A
ZOO no the do

Put your finger by the box next to the Number 4. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

4. PICTURE OF A
HAT pet say sat

Put your finger by the box next to the Number 5. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

5. PICTURE OF A
MIT ten hit in

1B

Put your finger by the box next to the Number 6. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

6. PICTURE OF A PAN — fish — so — plan

Put your finger by the box next to the Number 7. Look carefully at the picture. Now look at the three words next to the picture. Circle the one word which rhymes with the picture.

7. PICTURE OF HAY — play — them — so

APPENDIX A
OUTLINE OF READING COURSE FOR NORTH AND SOUTH-CENTRAL PYRAMIDS PRIMARY TEACHERS

I. Philosophy and Overview of Program

Background necessary to begin preprimer
Procedures for teaching sound symbols

II. Group for Reading

Organization and conducting group reading
1. Order
2. A.M. or P.M.

Independent activities
1. Games
2. T-scope
3. Worksheets
4. Teacher's manual

Use of aide during the reading period

III. Basic Lesson Overview

IV. Vocabulary Review Techniques

Teacher word cards
Use of ABC check test (transparency)
Use of words in pyramid
Manual – individual sheet in each pupil's folder (transparency)
Random checklists
Vocabulary review sheets (transparency)
Games

V. Word Recognition Teaching

Level I - Vocabulary (transparency)
Use of individual charts
Teaching structure words
Teacher word cards
Level II
Level III

VI. Applied Phonics

Use of index for applied phonics
Use of teacher guide sheet (transparency)
Use of Little Books
Use of teacher's manual
Pyramid Little Books
One lesson

VII. Phase Reading

Level I
Level II
Level III
Oral reading
1. Echoic procedures
2. Diagnosis

Reteaching
Subskills groups combining all groups as needed

VIII. Small Word Practices

Phrases for small words
Pupil teams
1. Reading
2. T-scope
3. Games

IX. Word Classifications

X. Use of Listening Centers

Little Book tapes
Use of transparencies
Silent reading activities

APPENDIX B
COURSE OUTLINE FOR TEACHING BASIC READING SKILLS FOR EDUCATIONALLY DISADVANTAGED PUPILS, GRADES 4-5-6

January 10

1. Philosophy and Historical Development
   (Purpose of the intermediate program, book choice, priority of primary grades in project)

2. Informal Inventory – Book Placement
   (Use of test construction, when to give, use of textbook for informal test)

3. Grouping
   (Heterogeneous and homogeneous – advantages and disadvantages of both)

4. Time Allotment

5. Digest of Basic Instructional Skills
   (Skill sequence ABC)

January 17

1. Basic Instructional Sequence
   (Vocabulary I, II, III, IV; Applied phonics)

2. Expanding Vocabulary Knowledge
   (Synonyms, antonyms, context, multiple meanings)

January 24

1. Phonics

2. Word Classification

January 31

1. Sample Lesson

2. Diagnosis

February 7

1. Study Guides and Subskill Weaknesses
2. PORST
3. Games

February 14

1. Dictionary Skills

February 21

1. Language Arts Block

February 28

1. Locational Skills
   (Notetaking of main idea, library, encyclopedia)

2. Introduce subskill weakness profile of one child

March 6

1. Reading in Contest Fields for Disadvantaged Pupils

March 13

1. Review

APPENDIX C
OUTLINE OF TEACHER-AIDE TRAINING COURSE

I. Letter Readiness.
Background of Study Skills - young children.
Games: ABC-O Bingo
Alphabet Fish
Alphabet Multiple Response Cards
Cat Game
Clown Game
Doghouse Game
Nursery Rhyme Sequence Cards
Parking Lot Game

II. Sound-Symbol.
Developing Sound-Symbol knowledge in K-1.
Games: Alphabet Cards
Alphabet Blocks
Rat and Cheese Game
Rhyming Sound Pictures
Shoestring Game
Sound-Symbol Game w/Tongue Depressors

III. Initial Reading.
Textbook Organization.
Teacher Guide Pages.
Level I Presentation.
Games: Bird-Worm Game
Animal T-Scopes
Picture Bingo
Student Pocket Chart

IV. Phrase Cards, Phonogram Strips.
Theory and use.
Use in Games.
Small Word Practice.
Games: Picture-Phrase Chart
Shop Game

V. Level II Presentation.
Little Books, Guide to Supplementary Materials, Transparencies and Tapes.
Games: Word Bingo
Word Pyramids

VI. Language Experience.

VII. Informal Inventory and Oral Reading for Diagnosis.
Games: Word Classification Cards

VIII. Study Guides and Organization in the School.

IX. Adapting to Intermediate Grades.

X. Review, Evaluation.

APPENDIX D. INSTRUCTIONAL MATERIALS CENTER CATALOG: 1971

Cut along dotted line, leaving ALL Order Forms stapled together.

– Pyramids' Reading Program –

INSTRUCTIONAL MATERIALS CENTER
Minneapolis Public Schools
Buzza Building Room 436
2908 Colfax Avenue South
Minneapolis, Minn. 55408

Telephone: 827-2868

NAME _____

GRADE _____

SCHOOL _____

Form Date: December 1, 1971

Order Rec'd: _____

Ok'd by: _____ Check if Picked Up: _____

Shp'd by: _____ Date: _____

Recorded by: _____

INSTRUCTIONAL MATERIALS CATALOG – KGN. THRU GRADE 6 December 1, 1971

****

MANUALS

Essential Initial Reading *Instruction (K-Manual) (EIRI)	Manual for teaching letter Readiness Program in Kindergarten and First Grade.	EIRI I-1	_____ * Essential Initial Reading Instruction
Teacher's Digest (TD)	A manual for use with ABC materials. Includes instructions for teaching all elements of the Basic Instructional Sequence.	TD I-1	_____ Teacher's Digest
Teacher's Guide to Supplementary Materials (TGSM) 1971-72 Edition	A guide developed for use with Pyramid Little Books, Tapes, Transparencies and Skill Sheets. 1971-72 School Year Edition.	TGSM I-1	_____ Teacher's Guide to Supplementary Materials

TESTS

*Kindergarten Test Kit (KTK)	Tests to be used in assessing skills in the Visual Auditory Letter Readiness Program as outlined in Essential Initial Reading Instruction.	KTK I-1-2	_____ * Kgn. Test Kit

* = ITEMS AVAILABLE TO CLASSROOMS NOT USING THE AMERICAN BOOK COMPANY SERIES

TESTS (cont'd)

Informal Reading *Inventory Kit (IRIK)	For placement of children in American Book Company Series, Levels A through L. Kit consists of oral reading paragraphs, instruction sheet, and a pad of 36 Student Record Sheets. Kit is not consumable and will be inventoried.	IRIK I-1	* Informal Rdg. Inv. Kit
Informal Reading Inventory Student Record Sheets	Replacement Pad of 36 sheets.	IRI-RS I-1	Recording Sheets

LETTER READINESS MATERIALS

*ABC Baby Block Game (ABC-BBG)	A game board printed in two pieces. May be used to teach letter knowledge or sound-symbol. Must be colored and marked by teacher. (Sets of 5 - one for each sequence). Kgn.-1-2 grades only.	ABC-BBG I-2	* Baby Block Game
*Bingo Master Cards (BMC)	Each card contains pockets for letters from each new sequence plus review letters from previous sequences. Set contains 40 cards, eight of each sequence. Materials required to assemble are available for your use at the IMC. Kgn.-1-2 grades only.	BMC I-1	* Bingo Master Cards
Matching-Letter *Bingo Insert Cards (LIC)	Each card has the upper and lower case letters printed on them. These cards are used to match the letters of the Bingo Master Card "pockets". The cards are color-keyed for sequence matching. Kgn.-1-2 grades only.	LIC I-1	* Letter Insert Cards
Matching Sound-Picture *Insert Cards for Bingo (PIC)	Each card has a picture which represents beginning sounds to correspond to each letter on the Bingo Master Card. The pictures are color-keyed for each sequence. Kgn.-1-2 grades only.	PIC I-1	* Picture Insert Cards

LETTER READINESS MATERIALS (cont'd)

Alphabet Blocks (AB)	Ten (10) blocks which are color-coded to match initial teaching sequence of letters. Illustrations match Alphabet Cards. One Set per classroom. Primary grades only.	AB I-1	Alphabet Blocks
Alphabet Dial *with Spinner (AD)	Dials are color-keyed and include UC & LC letters for each of the five sequences, and 26 Letter Dials made for the total alphabet. Dials are to be used to play ABC-O Bingo & Parking Lot Game as explained in the Kindergarten Manual. Primary grades only.	AD I-1	* Alphabet Dials w/spinner
*Alphabet Fish (AF)	Game for teaching letter names and sounds. Kgn.-1-2 only.	AF I-2	* Alphabet Fish
Alphabet Multiple- *Response Cards (AMRC-A)	Flash Cards, 1 3/8" x 3 1/2", with upper case on one side and lower case on opposite side. Cards are color-keyed to letter knowledge sequence. Each set has enough materials for 12 children. Kgn.-1-2 only.	AMRC-A I-2	* Alphabet Multi-Res. Cards
*Cat Game (CG)	A game used to strengthen letter knowledge. Includes four parts, which should be mounted on 18" x 24" tagboard. A spinner Dial and some type of movers for children to use are required. One game per classroom. Kgn.-1 only.	CG I-2	* Cat Game
*Clown Game (CLG)	Game for reinforcing letter names and beginning consonant sounds. Consists of four parts which must be cut and mounted on a large piece of tagboard. Clown's head is supplied. Feet and hands need to be added. Material for sturdy pockets on clown's costume, and pictures and letters are required. One game per classroom. Kgn.-1 only.	CLG I-2	* Clown Game

LETTER READINESS MATERIALS (cont'd)

*Dot-to-Dot (DTD)		Set of picutre outlines with numbers. Brads are to be inserted at numbers to form a path for threading yarn to complete picture. Materials to assemble included except yarn. Kgn. only.		DTD I-3	* Dot-To-Dot
Kindergarten *Pocket Charts (KPC)		Pockets printed to assemble. Two pockets, 1¼" deep x 11" long. Excellent for use in manipulating Letter Response Cards to direction. Ten per set. Kgn. only.		KPC I-2	* Kgn. Pocket Chart
Mother Goose *Charts (MGC)		Mother Goose Rhymes are printed in four sections. When assembled, they form an 18" x 22" Chart for room display and use. Directions for use included. K-1-2 only. Order one set.			
	Set I.	Peter, Peter, Pumpkin Eater. This little Pig went to Market. Jack be Nimble. Polly, put the Kettle on.	Little Miss Muffet. Ring around a rosie. 1, 2 Buckle my Shoe.	Set I. I-2	* Mother Goose Charts
	Set II.	Daffy-Down-Dilly. Diddle, Diddle, Dumpling. Little Jack Horner. Little Bo-Peep.	Oh, Dear! What can the Matter be? Rain, Rain, go away. Hickory-dickory Dock!	Set II. I-2	Mother Goose Charts
	Set III.	Twinkle, Twinkle, Little Star. There was a Bee. Handy Spandy, Jack-a-Dandy. To Market, to Market.	Smiling Girls, rosy Boys. Little Boy Blue. London Bridge is falling down.	Set III. I-2	Mother Goose Charts
Nursery Rhyme *Sequence Cards (NRSC)		Contains a set of four nursery rhymes to help children develop an understanding of sequencing. Children manipulate the cards and put them in the same order as the story in the nursery rhyme. The rhymes include: Cat and the Fiddle, Jack and Jill, Humpty Dumpty, and Gingerbread Boy, One set of four per room. Kgn.-1-2 only.		NRSC I-2	* Nursery Rhyme Seq. Cards

LETTER READINESS MATERIALS (cont'd)

Old Maid *Card Game (OMCG)	A game to review both UC and LC letters. A set includes three decks of cards and are packaged. One set of three decks per classroom. Three games can be played simultaneously. Games are UC-LC, LC-UC, UC-LC Kgn.-1-2 only.	OMCG I-2 — *Old Maid Card Game
NEW ITEM *Garage Blocks (GB)	Block printed in five colors in shape of a garage. May be used in teaching color and concepts, such as, in, on, behind, left, and right, etc. Sets of 10 with plastic cars. Kindergarten, Grade 1 only.	GB II-1 — *Garage Blocks
NEW ITEM *Shapie Puppets (SP)	Four figures to be used as puppets with tongue depressors to teach geometric shapes. (circle, square, triangle, rectangle). Kindergarten, Grade 1 only.	SP I-4 — Shapie Puppets
NEW ITEM Sound/Symbol Worksheets *Building (SSWB)	Sound/Symbol Worksheets in form of buildings. Geared to kindergarten sequence. Master copies for duplication. Kindergarten, Grade 1 only.	SSWB I-4 — Sound/Symbol Worksheets Building
NEW ITEM Sound/Symbol Worksheets *Geometric Response (SSWGR)	Pupils draw geometric shapes as directed to indicate sound represented by pictures. Geared to ABC Series for teaching sounds. Master copies for duplication. Kindergarten, Grade 1 only.	SSWGR I-4 — Sound/Symbol Worksheets Geometric Response
NEW ITEM *Alphabet Toy Worksheets (ATW)	Upper Case and Lower Case matching on Toy Shapes. Geared to kindergarten sequence. Master copies for duplication. Kindergarten, Grade 1 only.	ATW I-3 — Alphabet Toy Worksheets
NEW ITEM Key Word Sound Sheets (KWSS)	Worksheets to be used for reinforcement of gross auditory discrimination. The sound is not necessarily associated with symbol. These have the same pictures as ABC Alphabet Key Word Cards. Master copies for duplication. 1 set per teacher. Kindergarten, Grade 1 only.	KWSS I-3 — Key Word Sound Sheets

LETTER READINESS MATERIALS (cont'd)

NEW ITEM Animal Gross Sound *Worksheets (AGSW)	Each sound is represented by an animal picture. Small pictures are at the bottom of the worksheet. Pupils cut those pictures beginning with the same sound and paste on animal. Animal's characteristics, etc. are discussed by the pupils. A story on some rare animals is included. Kindergarten, Grade 1 only.	AGSW I-4	Animal Gross Sound Worksheets
NEW ITEM Animal Series (UC/LC) *Matching Worksheets (ASMW)	Series of worksheets (animal to home and animal to food) Upper Case and Lower Case Matching. Geared to kindergarten sequence. Kindergarten, Grade 1.	ASMW I-4	Animal Series (UC/LC) Matching Worksheets
NEW ITEM Dot to Dot *Color-Number (DTD C-N)	Dot to Dot for use in teaching color, color words, numbers numerals and number concepts. Sets of 10 each. Kindergarten, Grade 1 only.	DTD C-N II-2	Dot to Dot Color-Number
*Parking Lot Game (PLG)	A game used to strengthen letter knowledge. Includes four parts which must be cut and put on sturdy tagboard or wood. By using the UC and LC dials prepared for the Bingo Game, this game can be adapted to the sequence and skill to be learned. Instructions included. Small plastic cars are required for game, and are supplied by the Instructional Materials Center. One game per classroom supplied. Kgn.-1-2 only.	PLG I-2	Parking Lot Game (Supply cars)
Picture *Classification (PC)	Activities designed to reinforce concepts such as big-little, hot-cold, etc. An additional copy is provided for thermofaxing and using as worksheets. Kgn. -1 only.	PC I-2	Picture Classification
*Puzzles	A set of three Golden Book Puzzles made by the Playskool Company. Puzzles are used to teach upper case - lower case relationship and other skills. Only one set may be ordered each year by Kindergarten.	PUZZLES I-3	3 Golden Book Puzzles

LETTER READINESS MATERIALS (cont'd)

Rhyming *Sound Pictures (RSP)	A set of pictures to teach rhyming and beginning consonant sounds. Each is color-coded to indicate a sequence of learning. Sheets may be cut apart and used in a booklet with plastic pockets to be marked with an acetate marking pen. Three plastic pocket books furnished Kindergarten and First Grade Teachers. Instructions included.	RSP I-4	* Rhyming Sound Pictures (Supply 3 plastic books)
Rhyming Sound Pictures *Consumable (RSP (C))	The complete sequence of rhyming pictures, printed for use in the booklet with plastic pockets, may now be obtained as copies for thermofaxing. Consumable.	RSP (C) I-4	* Rhyming Sound Pictures (Consumable)
Shoestring Letter-Matching *Game (SSLMG)	A game to strengthen and review UC and LC letters and beginning consonant sound knowledge. Children lace cords matching a UC letter to a LC letter, and finally to the correct beginning sound. A set includes ten Shoestring Boards, color-coded by sequence. Teachers provide strings and sound pictures. One set of boards per classroom. Kgn.-1-2 only.	SSLMG I-3	* Shoestring Letter-Matching Game.
Window-Shopping *with Pictures (WSWP)	Activities designed to develop gross sound discrimination of beginning sound. Individual or small group activity. Kgn.-1 only.	WSWP I-3	* Window-Shopping with Pictures.

BEGINNING SOUNDS

Alphabet Key Word Cards (AC)	Twenty-six cards, 4½" x 6", with upper and lower case letters on each card. Illustration with "Key Words" for teaching Sound-Symbol relationship, as outlined in American Book Company's Third Step. One set for classroom display, one set for teacher use.	AC I-3	Alphabet Key Word Cards

BEGINNING SOUNDS (cont'd)

Word List for use in Teaching Beginning Consonant Sounds (WL-BCS)	A list of words for each beginning consonant sound, set up by categories. Lists are arranged so they can be attached to the back of the Alphabet Key Word Cards.	WL-BCS I-3	Word List - Beginning Consonant Sounds.
*Dog House Game (DHG)	A game with several possible uses, such as relating UC to LC, sounds to symbols, making words by combining initial consonants with word patterns, etc. Contains 32 dogs and 12 dog houses. Assembled examples on display at Instructional Materials Center.	DHG I-3	* Dog House Game
Key Word Multiple-Response Cards (KWMR)	A multi-response card for use with pupils in responding to beginning sounds. One side has the letter, the other the ABC key word. Kgn.-1-2 only.	KWMR I-3	Key Word Multiple-Response Cards.
*Mice & Cheese Game (MCG)	Contains 12 mice to be put on 18 x 24 poster board. Cheese pieces to be matched to mice have a picture representing a beginning consonant sound. (Formerly called Rat & Cheese).	MCG I-3	* Mice and Cheese Game
Sound Blocks Keyed to Pictures (SBP)	Blocks to strengthen beginning consonant sounds and blends. Children roll a block, identify the letter on top and find a picture with the same beginning sound from the set of matching pictures. The letter in the lower right hand corner of each picture indicates the color of the block to which the picture is keyed.	SBP I-3	Sound Blocks keyed to Pictures.
Sound-Symbol Game with Tongue Depressors (SSG)	Game to review beginning consonant sounds. Contains cards (9 x 12) for twenty games, with a self-check provided. Pictures are printed in boxes in left column. Tongue Depressors are provided. One set of 20 cards per classroom.	SSG I-3	* Sound-Symbol Game (Supply Tongue Depr.)

BEGINNING SOUNDS (cont'd)

*Sound-Symbol T-Scopes (SST)	A round T-Scope with pictures on one side and related pictures for blends and digraphs on reverse.	SST I-3 Sound-Symbol T-Scopes *
Sound-Symbol Writing *Practices (SSWP-Sets I & II)	Set I. Pupils write letter standing for beginning sound under pictures color-keyed to Kindergarten teaching sequence. Master copy only for use in duplicating.	SSWP-Set I. I-3 Sound-Symbol Writ. Prac. *
	Set II. Practice in writing UC and LC letters by tracing over pattern. Pictures related to letter sound are on the page. Master copy for duplicating. Kgn.-1-2 only.	SSWP-Set II. I-3 Sound-Symbol Writ. Prac. *

VOCABULARY REINFORCEMENT

Individual Student Word Cards (SWC-ABC)	Intended to be used with Level I technique. Supplied at a maximum of 10 sets for each book. Cards only available for A-B-C books. Combined set for AND SO YOU GO - BE ON THE GO - CAN YOU. Non-consumable.	SWC-ABC II-5 Student Word Cards
Individual Student Word Cards (CONSUMABLE–SWC-ABC, D)	In sets of ten. Intended for use with lowest pupils. Student Word Cards reprinted on bond paper. May be used in a variety of ways for drill or sent home for study.	SWC-ABC (C) II-5 SWC-D (C)(C) II-5 Student Word Cards
Teacher Word Cards (TWC-ABC, D, E, F, G)	Cards, 3" x 9", intended to be used by the teacher or aides under her direction. Word Cards are coded by book level and selection number. Sets are not consumable and are inventoried.	TWC-ABC _____ II-5 TWC-D _____ TWC-E _____ TWC-F _____ TWC-G _____ Teacher Word Cards

VOCABULARY REINFORCEMENT (cont'd)

Word Lists (WL-D, E, F, G, H, I, J, K)	A Level II technique used in introduction of new words. One copy for each appropriate selection in book is supplied. Teachers may reproduce for class by making Thermofax spirit duplicating master.	WL-D WL-E WL-F WL-G WL-H WL-I WL-J WL-K	I-5 Word Lists
Small Word Practices (SWP)	For American Book Company Series. Levels A through G. The Small Word Practice sheets are made with each practice repeated four times as a drill for quick recognition of small words previously introduced. Instruction Sheet and Call Sheet included. Practices to be thermofaxed for classroom use.	SWP I-5	Small Word Practices
NEW ITEM Small Word Practice Vocabulary Cards (SWPVC)	A set of vocabulary cards for use with Small Word Practice sheets. Teacher callsheets are printed on index divider separating each set of vocabulary cards.	SWPVC II-1	Small Word Practice Vocabulary Cards
NEW ITEM Phrases to Accompany Small Word Practices	Phrases to reinforce each Small Word Practice (A-E) Master copies for duplication. Grade 1-4 only.	PASWP I-5	Phrases to Accompany Small Word Practices
NEW ITEM Pattern Spinner Dial Game (PSDG)	A game to teach patterns. Color coded to ABC books. Pads included for writing of pattern words.	PSDG III-1	Pattern Spinner Dial Game
NEW ITEM Pattern Spinner Dial refill pads (PSDG-R)		PSDG-R III-1	Pattern Spinner Dial Refill pads
Applied Phonic Strips (APS A-E)	Contains phonograms based on vocabulary from Levels A through E. Non-consumable item.	APS A-E I-5	Applied Phonic Strips

VOCABULARY REINFORCEMENT (cont'd)

Steal-a-Word Game (SAWG)

A game designed to supplement the Applied Phonics Strips and reinforce patterns. Levels A-C patterns. Directions included. Grades 1 and 2 only.

SAWG II-3 _____ Steal-a-Word Game

Switch Card Game (SCG)

Card game designed to give children practice on word families. Involves identifying rhyming and beginning sound. Words from "Each and All" and "Far and Away." May be played by four children. Directions included. Grade 2 and above.

SCG II-2 _____ Switch Card Game

Vocabulary Check Lists (VCL)

Vocabulary lists by selection number for Books A-G inclusive. Single copies to be thermofaxed.

VCL I-5 _____ Vocabulary Check Lists

Word Classification Cards (WC-ABCD)

9" x 12" Cards with Tongue Depressors and Envelopes. Interest level through 3rd. Grade. Nonconsumable item.

WC-ABCD _____ II-3

Word Classification Cards (WC-E, F, G, H, I, J, K)

8¼" x 5" Cards. Sets are color-keyed for easy identification. Maximum one set for each level available per room. Non-consumable item.

Level E	WC-E _____
Level F	WC-F _____
Level G	WC-G _____
Level H	WC-H _____
Level I	WC-I _____
Level J	WC-J _____
Level K	WC-K _____

Word Classif. Cards

Picture Bingo (PBgo)

Consists of small pictures taken from the vocabulary in Levels A, B & C reading books to reinforce words recognition. Bingo Cards, Word Cards and detailed instructions included.

PBgo II-4 _____ Picture Bingo

VOCABULARY REINFORCEMENT (cont'd)

Word Bingo
(WB-A, B, C, D, E)

Bingo Game, using vocabulary from reading books. Each level has enough cards for 10 children to participate. Teacher's Instructions and Call Sheet are included.

Level A	WB-A	II-4
Level B	WB-B	
Level C	WB-C	
Level D	WB-D	
Level E	WB-E	

Word Bingo

Animal T-Scopes
(At-S)

The T-Scopes each have a "pattern" (phonogram) previously taught. Pupils make new words by using substitution of beginning consonants as letter strip is pulled through T-Scope. A set consists of eleven different "patterns" on T-Scopes, each with an appropriate letter strip for use with Books A-B-C-D. Package contains 3 sets - 3 each.

AT-S
II-4
Animal T-Scopes

Root-O Card Game
(ROCG)

A card game based on roots and variant endings of words presented in Levels A-E. The game should not be used until E Level is completed. Directions included. Grade 3 and above.

ROCG
II-3
Root-O Card Game

Read and Write
(R&W)

The writing kit is developed in sequence to correlate with the ABC reading material. As each new language skill is introduced, the children have an opportunity to "Direct Copy" the sentences for practice in using the skill being developed. A child stays at copying only as long as he needs this practice. It is not necessary that he copy all the lessons developed for each skill. Master copies for duplication. Grade 1, 2 only.

R&W
III-1
Read and Write

NEW ITEM

Vocabulary Review Practices
(VRP)

Intensive practice for Levels G, H, I, J & K. Must be thermofaxed at schools. Instructions and call sheets included.

VRP
I-5
Vocabulary Review Practices

PHRASE INSTRUCTION

Phrase Strips
(PS-ABC, D)

Contains phrases from each selection in the books listed below. Printed on 3" x 8½" card stock. One set each level per teacher. Non-consumable item.

Phrases from AND SO YOU GO, BE ON THE GO, and CAN YOU. . . . . PS-ABC _____
Phrases from DAYS AND WAYS. . . . . PS-D _____
II-5 Phrase Strips

Phrase Lists
(PL-C, D, E, F, G, H, I)

Contains phrases from each selection in the books listed below. Teachers may reproduce for class by making Thermofax spirit duplicating master.

Phrases from CAN YOU. . . . . PL-C _____ I-5
Phrases from DAYS AND WAYS. . . PL-D _____
Phrases from EACH AND ALL . . . . PL-E _____
Phrases from FAR AND AWAY. . . . PL-F _____
Phrases from GOLD AND SILVER . PL-G _____
Phrases from HIGH AND WIDE. . . . PL-H _____
Phrases from IDEAS AND IMAGES. PL-I _____
Phrase Lists

Picture-Phrase Chart
(PPC)

Set of three Charts, 9" x 12" tagboard, with pictures related to pre-primer vocabulary for practice in matching phrases to pictures.

PPC
II-4 _____
Picture-Phrase Chart

Shop Game
(SHG)

Two sections of 9" x 12" tagboard containing four Shops. (Hen Shop, Pet Shop, Mop Shop, Go-Shop). One inch strips form pockets for inserting phrase strips. Phrase strips included. When existing stock is exhausted, game will be discontinued.

SHG
I-4 _____
Shop Game

PHRASE INSTRUCTION (cont'd)

Phrase Strips for Little Books (PSL-ABC)

Phrases to accompany Little Books. Levels A-B-C. Color-coded to match books.

PSL-ABC _____
II-5 Phrase Strips for Little Books.

STUDY GUIDES

Study Guides (SG-Dn, En, Fn, Fm, Fl, Gn, Gm, Hn, In, Im, Il, Jn, Jm, Kn, Kl)

(Teachers should pool thermofaxed duplicating masters within each school in order to avoid duplication of effort.)

		STUDY GUIDES	
DAYS AND WAYS	Noting Detail	SG-Dn	I-4
EACH AND ALL	Noting Detail	SG-En	
FAR AND AWAY.....	Noting Detail	SG-Fn	
FAR AND AWAY.....	Main Idea	SG-Fm	
FAR AND AWAY.....	Logical Sequence	SG-Fl	
GOLD AND SILVER	Noting Detail	SG-Gn	
GOLD AND SILVER	Main Idea	SG-Gm	
HIGH AND WIDE.....	Noting Detail	SG-Hn	
IDEAS AND IMAGES	Noting Detail	SG-In	
IDEAS AND IMAGES	Main Idea	SG-Im	
IDEAS AND IMAGES	Logical Sequence	SG-Il	
JOYS AND JOURNEYS	Noting Detail	SG-Jn	
JOYS AND JOURNEYS.....	Main Idea	SG-Jm	
KINGS AND THINGS	Noting Detail	SG-Kn	
KINGS AND THINGS	Logical Sequence	SG-Kl	

LANGUAGE EXPERIENCE & CHORAL READING

Language Experience Stories (LES)	Lessons to extend language experiences and build background for story selections from Levels A, B, C, & D reading books. Contains 26 Language Experience Stories. Primary grades only.	LES II-1	Language Experience
Choral Reading C&D (CR-C, D)	Choral Readings designed for two pupils or a group. Vocabulary through C and D. Ten copies of each lesson per teacher.	CR-C CR-D II-1	Choral Reading C & D

MULTIPURPOSE GAMES

*Batter-Up Game (BUG)	A gameboard devised for team play. It may be utilized to reinforce vocabulary of sight words, or for practice of phonetic and structural elements. Vocabulary cards may be changed to suit the purpose. Grade 3 and above only.	BUG II-2	* Batter-Up Game
*Bird-Worm Game (BWG)	A game to develop beginning consonant sound knowledge. Consists of two parts which need to be printed in Spaces, and either a spinner dial or a plain block with beginning sound pictures are required. One game per classroom. Kgn.-1-2 only.	BWG II-2	* Bird-Worm Game
*Donald Duck Game (DDG)	A gameboard which may be utilized in a variety of ways. Grade 2 and above.	DDG II-2	* Donald Duck Game
*Fishing Game (FG)	A gameboard useful in motivating vocabulary practice. Grades 1-2-3.	FG II-2	Fishing Game
*Game Spinner Dials (GSD)	Four circles printed on each piece of tabgoard; two marked, two plain. For use with a variety of games such as Bird-Worm.	GSD II-2	* Game Spinner Dials

MULTIPURPOSE GAMES (cont'd)

*Hot Wheels Game (HWG)	A gameboard for use in competitive games. Grade 2 and above.	HWG II-2	* Hot Wheels Game
*Jungle Game (JG)	A gameboard which may be utilized in a variety of ways.	JG II-2	* Jungle Game
*Rocket Game (RG)	A board which is devised for use in drilling vocabulary.	RG II-2	* Rocket Game
*Whiz Game (WG)	A gameboard for practicing words or phrases as needed. Involves throwing a dice or spinning a dial and moving as indicated. Special directions on gameboard must be followed making the game more interesting. Grade 3 and above.	WG II-2	* Whiz Game

NEW ITEM

MISCELLANEOUS

*Multiple Response Fans (MRF)	Number Fans to be used with Level II, Vocabulary technique, Applied Phonics, etc. 10 to a set. Grade 1, 2, 3, only.	MRF III-5	Multiple Response Fans
*Acetate Holders (AH)	Allows Skills Kit materials to be used in a non-consumable manner. Ten holders per set. Intended for teachers who have produced Skills Kits.	AH IV-3	* Acetate Holders
*Blank Phrase Strips (BPS)	Fifty per package. Same size as printed Phrase Strips.	BPS IV-2	* Blank Phrase Strips
*Blank Teacher Word Cards (BWC)	Fifty per package. Same size as printed Teacher Word Cards.	BWC IV-2	* Blank Teacher Word Cards

MISCELLANEOUS (cont'd)

*Magnetic Strip (MS)		Six inch strip of magnetized rubber needed for Alphabet Fish Game, Kgn.-1 only.	MS IV-3	* Magnetic Strip
*Plain Blocks (PB)		Contains a set of ten unmarked blocks to be used in a variety of ways. Suggested uses: Additional sound blocks for matching UC & LC letters, for Bird-Worm Game in place of a spinner dial, etc.	PB II-1	* Plain Blocks
*Storage Containers		Containers are available for pickup at IMC. Please call prior to pickups. They are available for Teacher Word Cards, Phrase Strips and Applied Phonic Strips.	Storage Containers cannot be mailed. Must be picked up.	*
*Tongue Depressors (TD)		Fifty Tongue Depressors to a package.	TD-50	Tongue Depressors
*Yes/No Multi-Response Cards (Yes/No MR)	*NEW ITEM*	Yes/No cards to be attached to tongue depressors. May be used in response to questions which can be answered by yes or no. Sets of 10. Kindergarten, Grade 1, 2 only.	Yes/No MR I-4	Yes/No Multi-Response Cards
NEW ITEM Skills Sequence		A list of structural and phonetic skills, comprehension skills etc. as taught and tested in ABC book level A-K.	SS VI-4	Skills Sequence
*Student Pocket Chart (SPC)		9" x 12" tagboard, with Pocket Chart partern printed. Instruction sheet included. Used to hold Alphabet Multi-Response Cards and Student Word Cards. Packed 10 per set.	SPC II-5	* Student Pocket Chart
*Oral Reading for Diagnosis Book (ORDB)		To be used to record errors during Oral Reading for Diagnosis. Book set up with individual sheets for each pupil with some replacement pages.	ORDB II-4	* Oral Reading Book (Supply 2 strips Tabs)

APPENDIX E
THE PYRAMIDS VOCABULARY TEST: TEACHER DIRECTIONS AND THE TEST

Teacher Directions

Use the following procedures in preparation for administering the Pyramids Vocabulary Test.

1. Use transparency on overhead or practice sheet.
   Go through the items with the pupils as follows:
   a. Let's look at Box Number 1.
   b. Look at the picture in the box. What is it?
      "Yes, it is a Shop."
   c. Look at all the words in the box.
   d. Now will someone come and put an X on the word that is the name for the picture in the box. Continue through the items on the transparency as suggested above.

2. After completing all practice items, distribute Test Forms. Direct the pupils to look at the numbers in the box (indicate number), look at the pictue and mark an X on the word that is the best name for the picture just as they did on the transparency (and/or practice sheet).

3. No time limit is given. Pupils may proceed through the Test at their own speed.

4. Have an extra silent seatwork activity for the children on which to work at their desks when they complete the Test.

5. Be especially alert to reassure pupils who work more slowly to continue completing the Test. Many pupils will not continue to try items if they feel they are supposed to be finished. Maintain a positive attitude toward all pupils.

6. If pupils show signs of fatigue, provide a short rest break.

TEST CORRECTION PROCEDURE

A transparency answer key for ease of correction is furnished. Place the correction key transparency over the Test items. A circle will enclose the correct word. If an X does not appear in the circle, place a √ (checkmark) at the right margin of the box to indicate an error.

Count the total number of items attempted and the total number of correct items. Record pupil scores on the Text Booklet Cover.

On a date to be set at the Test Meeting, a member of the Reading Task Force will return to your building to pick up the corrected Test booklets and to answer any questions regarding the Test. The Test Booklets will be taken to the Instructional Materials Center for item analysis. The Test results will assist the Center in developing additional materials for pupil use.

When all results are tabulated, Test Scores for your building will be sent to you. A member of the Reading Task Force will be available upon request for discussion of Test results.

The pictures for Items 11, 23, and 35 may cause difficulty. When the Test is item analyzed, it will be shortened for subsequent administration.

The vocabulary items were taken from the Books A-E as follows:

A - Items 1, 2, 3
B - Items 4-8
C - Items 9-17
D - Items 18-28
E - Items 29-48

Student Scoring Sheet

North and South Central Pyramid

Vocabulary Test

A-E

Name _____
Last First

Boy _____ Girl _____

Age - Years _____ Months _____

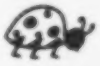
Grade or Unit _____

Present Book and Selection _____

School _____ Teacher _____

Date _____

Items correct _____

1.	wet	was	9.	try	trip
	met	we		tree	bee
2.	hot	wren	10.	walk	feed
	hen	he		weed	week
3.	flop	mop	11.	drop	draw
	man	may		dream	saw
4.	sit	said	12.	pull	pup
	son	kit		pay	cup
5.	fat	wish	13.	seesaw	seed
	fish	four		fawn	season
6.	car	can	14. 	rug	bud
	hat	cat		bag	bug
7.	pan	pet	15.	door	say
	play	ran		doll	dog
8.	pet	cot	16.	fell	fork
	pot	pen		fib	bell

17.	band	ball	25.	mice	mine
	call	bat		rice	money
18.	came	lake	26.	pray	faint
	cake	cart		pine	paint
19.	jar	car	27.	sorry	fun
	jam	joke		sun	soon
20.	stand	far	28.	book	brush
	star	store		bone	cook
21.	dirt	dish	29.	sing	bring
	desk	fresh		stay	side
22.	barn	bark	30.	boat	bait
	bake	dark		both	coat
23.	farms	art	31.	find	fox
	arms	ask		ox	fix
24.	shout	shirt	32.	light	learn
	dirt	shine		pigeon	lion

33.	out	clown	41.	class	block
	own	owl		clock	clean
34.	box	bow	42.	money	donkey
	boy	fox		mouth	monkey
35.	pairs	strong	43.	willow	down
	stuck	stairs		without	window
36.	frogs	does	44.	trousers	true
	dogs	days		trainer	reader
37.	small	smile	45.	fiddle	friend
	smoke	mile		fishbowl	daybreak
38.	teakettle	terrible	46.	rake	rocket
	settle	tonight		pocket	round
39.	purple	teeth	47.	joke	racket
	turtle	twice		jacket	just
40.	cage	cloak	48.	bow	us
	cast	page		bus	but

GPO 932-122

For information, contact:

Dr. Lawrence Moon
Director for Planning,
Development, and Federal Programs
Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, Minn. 55413
(612) 348-6147

or

Mr. Vernon Indehar
Area Assistant Superintendent,
South-Central Pyramid
Florence M. Lehmann Educational Center
1006 West Lake Street
Minneapolis, Minn. 55408
(612) 827-4746

or

Mr. Melvin Hoagland
Area Assistant Superintendent,
North Pyramid
1616 Queen Ave. No.
Minneapolis, Minn. 55411
(612) 522-6678